



UNIVERSITY OF MAINE AT FARMINGTON
COLLEGE OF EDUCATION, HEALTH AND REHABILITATION

LESSON PLAN FORMAT

Teacher's Name: Miss Pulito

Grade Level: 11-12

Topic: *Walden*

Lesson #: 1 **Facet:** Interpretation

Numbers of Days: 3-4

PART I:

Objectives

Student will understand that Thoreau had distinct purposes for writing *Walden*.

Student will know the definition of transcendentalism and its main beliefs, a brief biography of Thoreau, what an epigraph is, the significance of "experiment" and "experience," "journaling," Thoreau's lists, "how-to manual" style, voice, persona, and the meaning of self-reliance within the text

Student will be able to make sense of Thoreau's purposes for writing *Walden*.

Product: Blog

Maine Learning Results (MLR) or Common Core State Standards (CCSS) or Next Generation Science Standards (NGSS) Alignment

Common Core State Standards

Content Area: English

Grade Level: 11-12, *Walden* by Henry David Thoreau

Domain: Reading Standards for Informational Text 6-12

Cluster: Craft & Structure

Standard: 6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Rationale: In Lesson 1, students will focus mainly on Thoreau's purpose behind his experience at Walden Pond and his writing *Walden*. They will begin to look at rhetorical devices and how Thoreau's style and the content of the book connect to his stated purpose for writing *Walden*.

Assessments

Pre-Assessment: (Lesson 1 only)

Students will take a survey on the first day that assess their existing knowledge on *Walden*, Thoreau, and different types of rhetorical devices.

Formative (Assessment for Learning)

During instruction, students will participate in [One Question and One Comment](#) to check for understanding. The teacher will use [quick writes](#) as exit tickets to make sure that students are thinking deeply about the text.

Students will comment with feedback on each other's blog posts. Meanwhile, the teacher will send each student her own private response with timely feedback on their blog posts and/or set up conferences with

students who prefer verbal feedback.

Summative (Assessment of Learning):

• **Blog Posts and Comments:** Students will each create a blog via Blogger in which they write one entry in response to each assigned reading. Students will be given a prompt to respond to that relates to the reading. Students will be expected to provide thorough insight and exploration of at least one aspect of the text within each entry. Students will be expected to comment on one of their classmate's posts in addition to writing their own post following each reading. Students must cite the book properly on their blog (**90 points**).

Integration

Technology:

Blogger: Students will create a blog in which they respond to *Walden* and/or to topics/themes that are related to the text. In addition to posting regular entries, they will comment on one another's posts (**Augmentation**).

Content Areas:

History: Students will learn about the historical background and significance of transcendentalism.

Math: Students will analyze Thoreau's lists of expenses and compare them to the average cost of living from his time period. Then, students will compare it to how much money people spend on average today.

Groupings

Section I - Graphic Organizer & Cooperative Learning used during instruction

Students will use a [Tree Chart Graphic Organizer](#) to outline and connect some of the major ideas and devices (linking content and style) that they find in the first chapter, "Economy." Students will take part in a [Think-Pair-Write](#) cooperative learning experience in which they compare their tree charts and make an organized list of the concepts that they feel are most important and want to go over as a class.

Section II – Groups and Roles for Product

Students will be creating their blogs and writing their posts independently. Each week, they will receive a new "Blog Buddy" which means that they will respond/comment on one another's blogs. Each day in class, students will break into small groups (3-4 people) to have a discussion on what they each talked about in their blog posts before taking part in an all-class discussion.

Differentiated Instruction

MI Strategies

Verbal: Students will read the first chapter of *Walden* ("Economy") in which Thoreau introduces readers to his "experiment" on Walden Pond.

Logical: Have students examine Thoreau's lists of how much he spent on materials to build his cabin and how much spends on food, etc. in "Economy" and determine how "economical" they really are.

Visual: Students will use a Tree Chart graphic organizer to help them connect the major ideas and devices that they find while reading "Economy." Students will also look up pictures of Walden Pond where

Thoreau lived.

Musical: After a brief introduction to the concept of transcendentalism, students will explore this [blog](#) that lists contemporary songs that somehow reflect values of transcendentalism. Then, students will be asked to find their own song that is not on the list and write a blog post about it and how it reflects at least one value of transcendentalism.

Kinesthetic: Students will go on a "nature walk" in which they record their observations in a journal and share them with each other.

Intrapersonal: Students are reading *Walden* and reflecting on it on their own in their blog posts.

Interpersonal: Students collaborated to discuss their Tree Charts and to outline major ideas and devices that they found in the assigned reading. Students also provided feedback on one another's blog posts.

Naturalist: Students will go on a "nature walk" to help introduce them to the text and to get them thinking about Thoreau's connection with nature.

Modifications/Accommodations

From IEP's (Individual Education Plan), 504's, ELLIDEP (English Language Learning Instructional Delivery Education Plan) I will review student's IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.

Plan for accommodating absent students:

It is the student's responsibility to contact the teacher regarding their absence. If the absence is anticipated, the student should plan accordingly and meet with teacher ahead of time to go over what needs to be completed before they return to school. If the absence is unexpected, the student should (1) email the teacher and (2) meet with the teacher in person as soon as he or she is back in school. The teacher is willing to work with students to make sure that they stay up to date with assignments and will provide extensions as deemed fair and necessary. Students are responsible for getting notes from classmates and for checking the class Wiki upon being absent. The teacher understands that absences (preferable excused) are expected from time to time, but if unexcused absences become continuous and habitual the student will be expected to have a one-on-one meeting with the teacher.

Extensions

Technology (SAMR):

Blogger: Students will create a blog in which they respond to *Walden* and/or to topics/themes that are related to the text. In addition to posting regular entries, they will comment on one another's posts (Augmentation).

Gifted Students:

Gifted students will add images or video clips to their blog entries, bringing their blog to the modification level of the SAMR model.

Materials, Resources and Technology

- Copies of *Walden*
- Copies of pre-assessment surveys
- Copies of Smithsonian's introduction to nature journaling
- Composition notebooks

- Pens/Pencils
- Copies of Tree Chart graphic organizers
- Calculators (or devices with calculators on them, such as phones or laptops)
- Laptops
- Projector

Source for Lesson Plan and Research

- Link to tree-chart graphic organizer: <http://www.eduplace.com/graphicorganizer/pdf/tree.pdf>
- Link to Cooperative Learning strategies:
http://edu221resources.wikispaces.com/file/view/cooperative_learning_strategies.pdf/426402320/cooperative_learning_strategies.pdf
- Link to blog on music that reflects transcendentalism:
http://thetranscendentalmusicproject.blogspot.com/2012_11_01_archive.html
- Link to Blogger: <http://www.blogger.com/>
- Link to SparkNotes: <http://www.sparknotes.com/lit/walden/>
- Link to Smithsonian Classroom's introduction to Nature Journaling:
http://www.smithsonianeducation.org/educators/lesson_plans/journals/smithsonian_siyc_fall06.pdf
- Link to chart of contemporary music inspired by literature (includes *Walden*):
http://www.corndancer.com/tunes/tunes_db.html
- Lists of rhetorical devices: http://vd-p.d91.k12.id.us/Curriculum_Resources/Credit%20Recovery%20-%20Senior%20English%20Tri%20A/Course%20Resources/12.LA.1.2.1%20rhetoricaldev.pdf and
<https://hhs-english-iv.wikispaces.com/file/view/Rhetorical%20Devices.pdf>
- Description of Thoreau's Walden Experiment: <http://simplicitycollective.com/the-walden-experiment>
- Walden Woods Project's website: <https://www.walden.org/>
- Link to LitCharts theme tracker in Walden: <http://www.litcharts.com/lit/walden/themes>
- Article on "Teaching Thoreau in a Hyperlinked World": <http://ww2.kqed.org/mindshift/2013/10/11/teaching-thoreau-in-a-hyper-connected-world/>
- Link to Thoreau's biography: <http://www.biography.com/people/henry-david-thoreau-9506784>
- Link to overview of Transcendentalism: <http://www.ushistory.org/us/26f.asp>
- Link to online tutorial of how to set up a Blogger account: https://www.youtube.com/watch?v=OeySYWTq_Jw

PART II:

Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan) *Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO's. (1-2 pages)*

Describe your classroom arrangement.

The tables will be arranged in a horseshoe formation so that the students can see each other during discussion. Everyone will be able to see the board and projector. There will be designated quiet spaces for students to work individually when they need to or want to. The teacher's desk will be in a private corner,

out of the way.

Agenda (include days and times)

*Each class period has 80 minutes

DAY 1

- Students will take pre-assessment survey to gauge their existing knowledge on Thoreau, *Walden*, and transcendentalism (20 mins).
- The class will then go on a nature walk with their Composition notebooks, observing their surroundings and jotting down their observations. The class will sit beneath a tree and share their observations. They will then launch into a discussion about the observing/journaling experience that is prompted by the teacher's questions. They will then discuss the concept of living "simply." From there, the teacher will provide a brief introduction to *Walden*. This experience will serve as the lesson's hook (50 mins).
- Hand out copies of the Smithsonian's introduction to nature journaling and go over it with the class. Have them take turns reading it aloud, making sure that they understand the main purposes of and reasons behind keeping a nature journal. Later, they will connect this information to *Walden*.
- Back in the classroom, the teacher will hand out copies of *Walden* to the students and record book numbers. The teacher will also hand out copies of the two lists of rhetorical devices, asking students to look them over and highlight the devices they are familiar with. The teacher will tell the students that they will learn more about different devices as the unit goes on, but that they should have this list as a reference, especially when reading and annotating (10 mins).
- Assignment: Read the first 1/3 of chapter 1, "Economy" and annotate.

DAY 2

- Students will receive a tree-chart in which they can jot down some of the major points they came across in the reading, using their annotations to guide them. They will be asked to pay special attention to connecting style with content (10 mins).
- Then, they will pair up and participate in a "think-pair-write" in which they share their tree charts with their partner and make an organized list of topics they want to discuss further as a class and ways that style connects to content (10 mins).
- The class will then come together to have a general discussion about the text, focusing on their first impressions and dissecting what they feel is Thoreau's stated purpose for going to Walden Pond and for writing the book. The teacher will facilitate the discussion by asking guiding questions, and students will participate in "one question one comment." (20 mins).
- The teacher will then help the students set up their Blogger accounts and explain the expectations for blog entries and comments (students comment on each other's posts, teacher sends feedback via email, and students assess themselves with checklist provided). To practice using Blogger, students will transpose their notes from yesterday's nature walk into a blog entry (30 mins).

- The students will perform a quick-write as an exit ticket (10 mins).
- Assignment: Read the second 1/3 of "Economy" and write a blog entry that addresses Thoreau's stated purpose for writing *Walden*.

DAY 3

- Students break into small groups to discuss the text before coming together as a class to have a brief discussion about the reading, focusing on the effect that Thoreau's lists have within the text, as pertaining to his purpose (20 mins).
- Students will then break into pairs and calculate Thoreau's expenses, then do some quick research on how much money people spent on houses and food in the 1850's on average, and compare. They will follow up with a series of discussion questions (posed by the teacher) about how "economical" and "unconventional" Thoreau's lifestyle was (30 mins).
- This activity will launch into a discussion about transcendentalism and self-reliance/individualism/nonconformity, and students will be directed to the blog on "transcendental" music as well as the list of contemporary songs inspired by *Walden*. They will explore it before the teacher explains their assignment for the night (25 mins).
- The teacher will then assign the first rotation of Blog Buddies so that students know who's posts they are responding to for the week (5 mins).
- Assignment: Read the final 1/3 of "Economy" and either find a song that reflects at least one value of transcendentalism, write a brief explanation of why it was chosen, and post it to their blog, or write a blog posts that discusses how one of the songs that was inspired by *Walden* (from list) connect to the book itself. Comment on their Blog Buddies' post.

DAY 4

- Begin class with a wrap-up discussion of "Economy" (25 mins).
- Make sure that all important concepts (see "Students will know...") have been covered before launching into lesson 2, which will start today.

Teaching and Learning Sequence

Students will understand that Thoreau had distinct purposes for writing *Walden*. *Walden* is an important and inspiring text because it encourages higher-level, independent thinking through its rich rhetoric. *Students will determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.*

At the very beginning of the lesson, students will take a pre-assessment survey that gathers their prior knowledge of *Walden*, Thoreau, transcendentalism, and various rhetorical devices. After completing the survey, the teacher will hand out Composition notebooks and tell students they are going on a nature walk. During the walk, the teacher will ask students to observe their surroundings and make notes of what they see and hear. They will be asked not to talk in order to observe thoroughly. After about 8

minutes of walking, the class will sit somewhere outside and the teacher will ask them to share their observations. Then, the teacher will ask them whether or not they enjoyed being quiet, observing, and writing and hand out copies of the [Smithsonian's piece on nature journaling](#) (which they will have as a resource throughout the unit). Then, the teacher will introduce [Henry David Thoreau](#) by saying that he spent two years of his life living quietly (alone), observing nature, and writing. The teacher will ask students questions such as, "Can you imagine building your own cabin and living alone in it, in the woods?" to get the students thinking about Thoreau's experience and personality. The teacher will ask the students to write down a quick list of the things that they would have to give up if they lived similar to Thoreau, and how they would feel about giving those things up, which they will come back to later in the unit. This is also when the teacher will introduce the concept of transcendentalism and provide a [brief history](#) of it.

Where, Why, What, Hook Tailors: Naturalist, Intrapersonal, Interpersonal, Verbal/Linguistic, Kinesthetic

Students will know Thoreau's stated/initial purpose for writing *Walden*, definition of transcendentalism and its main beliefs, a brief biography of Thoreau, what an epigraph is, the significance of ["experience" and "experiment,"](#) the significance of journaling, the logic/purpose behind Thoreau's "lists," his style, voice, and the significance of what it means to be ["self-reliant."](#) On day two of the lesson, students will organize their thoughts/annotations from the first assigned reading into [tree-charts](#). They will be asked to focus on recurrent themes they noticed as well as recurrent rhetorical devices and try to find patterns. Students will do this on their own, then participate in a Think-Pair-Write in which they share their tree charts with a partner and collaborate to make an outline of some of the commonalities between their tree-charts. This activity serves the purpose of allowing students to collect their thoughts before taking part in an all-class discussion. During the all-class discussion, the pairs will share their major findings from the assigned reading. The teacher will make sure that major topics are brought into the discussion, such as Thoreau's stated purpose, the significance and function of the epigraph, how certain values of transcendentalism fit into the text, the significance and connection between "experience" and "experiment," Thoreau's style, voice, persona, and examples of self-reliance. The teacher will ask questions related to these concepts to guide the discussion and have students participate in [One Question One Comment](#) to gauge their understanding of the text and discussion. Before students leave class each day, they will perform a quick write that will count as their exit ticket. In the quick write, students will answer these questions (throughout the lesson): (1) Define transcendentalism in your own words (2) Why do YOU think Thoreau wrote *Walden*? (3) What are 2 words you would use to describe Thoreau's style and Thoreau's voice? (4) What do you think self-reliance means to Thoreau? What does self-reliance mean to you, today, in your own life? Can you provide an example? (5) Explain the connection between "experience" and "experiment. (6) How do Thoreau's lists contribute to the theme of self-reliance and how else to they function in the text? (6) How does *Walden* reflect a type of journal?

Equip, Explore, Rethink, Tailors: Interpersonal, Intrapersonal, Verbal/Linguistic, Spatial, Naturalist.

Students will be able to make sense of Thoreau's purposes for writing *Walden*. They will have an understanding of his motives for documenting his experience on Walden Pond (an understanding of why he wanted to have the experience itself will come after students read chapter 2). Students will use [Blogger](#) to show evidence of learning. After each reading, they will be expected to publish a blog entry with their response to the text. They will have a list of prompts to guide their response and to get them thinking about the text. At the end of the second class, students will each set up a Blogger account with the guidance of the teacher. The teacher will use the projector to show them how to create an account step-by-step, and will also provide a [tutorial video](#) for students to look at (or for absent students to refer to). Then students will publish a "practice" post by transpiring their observations from the nature walk into an entry so the teacher can make sure that each students knows how to use Blogger. For homework,

they will write responses to the reading and/or a prompt and comment on their "Blog Buddy's" post. The teacher will provide each student with private, written feedback on each of their blog posts. Blog Buddies will be randomly assigned by the teacher on the day the assignment is given, and the pairs will rotate with each new reading so that the students get a chance to be paired with someone new each day. So, each student will write their own blog post as well as comment on one other blog post with each assigned reading. I will ensure that each student is contributing by regularly checking their posts as well as the comments on the posts. Students will peer assess in the comments they provide on each other's blog posts. The blogs are an ongoing component of the unit, so they will be able to revise/refine them continuously.

Experience, Revise, Refine, Tailors: Intrapersonal, Interpersonal, Verbal/Linguistic, Naturalist

I will give my students feedback on their blog posts via email. I will do my best to respond as promptly as possible, preferably before the next class period (students will be blogging regularly throughout the unit, posting at least twice per week). If a given student prefers oral feedback to written feedback, I can either record my responses to their posts or set up a meeting time with that individual. I will score their blog posts based on timeliness, insight/thoughtfulness, incorporation of textual evidence, and adherence to the prompt (if one was provided and it wasn't considered an open-response). Because the blog posts are something that the students will be doing throughout the unit, they will connect to all other assessments and lessons because their goal is to encourage students to think deeply about the text, which should help them make connections and draw conclusions that they can refer to in other lessons and assessments. The blogs are designed to be a place for students to explore and process the text in a way that will be beneficial to them throughout the unit.

Evaluate, Tailors: Interpersonal, Verbal/Linguistic

Teacher Content Notes

By the conclusion of this lesson, students will know the definition of transcendentalism and its main beliefs, a brief biography of Thoreau, what an epigraph is, the significance of experiment/experience, "journaling," Thoreau's lists, "how-to manual" style, voice, persona, and the meaning of self-reliance within the text. Going into the lesson, most students should have some knowledge rhetoric/rhetorical devices and how they function but probably not much knowledge about the text, *Walden*.

Sub Notes:

In order to teach this lesson, you will need a general understanding of who Thoreau was and what Transcendentalism was. Here is a link that provides a brief biography of Henry David

Thoreau: <http://www.biography.com/people/henry-david-thoreau-9506784>. Here is a link that describes the basics of transcendentalism: <http://www.ushistory.org/us/26f.asp>.

If you have never read *Walden* yourself, here is a SparkNotes version of the book that includes chapter summaries, analyses, and common themes/motifs. Reading through the SparkNotes version will help you to guide discussions and to help you understand where the students are

headed: <http://www.sparknotes.com/lit/walden/>.

Because *Walden* reads much like a journal (an attribute of Thoreau's literary style), students will begin the lesson by journaling while on their nature walk. It may be helpful to introduce them to the concept of nature journaling before they start their walk so that they have an idea of what to look for. Here is a link to a great resource on nature

journaling: http://www.smithsonianeducation.org/educators/lesson_plans/journals/smithsonian_siyc_fall06.pdf. Pages 1-5 provide information that connect to *Walden* and will help students think about the significance of keeping a journal, as well as of the purposes of a journal. This will be a helpful resource for them to look back on once they start reading *Walden*. You may want to read over these pages yourself before handing them out to the class.

After reading each section of the chapter, students will partake in some form of discussion, often in small groups and then as a whole class. It is important to ask driving questions to guide the discussion and to make sure that major themes of the text are not overlooked. Make sure that the students have an open discussions that include the following:

- their thoughts on the connection the between the concept of "experience" and "experiment" within *Walden*; begin by having students look up the etymology of the words, then ask questions such as "are 'experience' and 'experiment' interchangeable to Thoreau? Why or why not?" or "do you think that Thoreau's time on Walden Pond is more an experience or an experiment, or both?" Here is a link to a blog entry that discusses *Walden* as an experiment that may help you guide discussion: <http://simplicitycollective.com/the-walden-experiment>.
- the style of Thoreau's writing, focusing on the language and tone. Ask students questions such as, "how does Thoreau use language in distinct and/or creative ways? How does his use of language connect to his stated purpose?"
- the prevalence of self-reliance within the text. Ask students where they can find examples of Thoreau being "self-reliant."
- once the students have completed the first chapter, ask them how the epigraph connects to what Thoreau talks about and the themes found in the chapter.
- any rhetorical devices students identify. They will use their hand out to help them, but more attention will be directed towards rhetoric in future lessons. Using their lists or devices as references, however, encourage them to mark any devices that they recognize while reading. You may also want to use these lists as references so you can ask them questions about devices you come across yourself--they are found at http://vd-p.d91.k12.id.us/Curriculum_Resources/Credit%20Recovery%20-%20Senior%20English%20Tri%20A/Course%20Resources/12.LA.1.2.1%20rhetoricaldev.pdf and <https://hhs-english-iv.wikispaces.com/file/view/Rhetorical%20Devices.pdf>.

Students will have to set up their own Blogger accounts and post a practice entry during class. Here a link to a tutorial that explains how to set up a Blogger account so you can help them: https://www.youtube.com/watch?v=OeySYWTq_Jw.

Here is the link to the blog about music that reflects transcendentalism: http://thetranscendentalmusicproject.blogspot.com/2012_11_01_archive.html. Make sure to listen to some of the songs yourself and then give the students time in class to explore the blog. Then, direct them to the chart of music inspired by literature, found at http://www.corndancer.com/tunes/tunes_db.html, and have them scroll down to *Walden*. Have them look up at least two of the songs listed and discuss how they reflect some of the concepts that have already been touched upon in class. You will want to focus on themes of nonconformity, self-reliance, and individualism. For example, you might ask questions like, "how do you think that the content of these songs, supposedly influenced by *Walden*, reflect concepts discussed so far in the text?"

Handouts

- Copies of graphic organizer (tree-chart)
- Copies of student survey
- Copies of pages 1-5 of Smithsonian's PDF on nature journaling
- Copies of list of rhetorical devices

Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale

Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Learning Styles

Clipboard:

Students will be provided with a syllabus that outlines course expectations and assignments. Students will be provided with clear directions and due dates regarding assignments. They will also use a tree chart to help them organize their thoughts prior to class discussion.

Microscope:

Students will pay close attention to both the content and language of *Walden*, analyzing how both elements contribute to the overall meaning of the text. They will be asked to do "close readings" in which they examine very small portions of the text, sometimes only focusing on single words or sentences at a time, then discussing how those smaller elements contribute to the "big picture" or main themes of the text. Students will also have a chance to analyze Thoreau's use of math (through his finances) and logic in the first chapter, "Economy."

Puppy: Students will work in pairs or in small groups before being asked to participate in class-wide discussions. This will give them the opportunity to share their thoughts in a "less intimidating" situation before opening up to the entire class. The teacher will circulate the room while students are working in groups to answer questions and provide feedback as well as positive reinforcement, hopefully allowing students to feel more comfortable sharing their ideas. The teacher will "check in" regularly with students throughout the unit, both through email and in person, recognizing that some students may need extra support.

Beach Ball:

Students will have the opportunity to focus on and bring light to whichever passages/portions of the text they feel most interested in. *Walden* is a complex piece of literature that appeals to many on the individual level; that is, it honors independent thinking and autonomy.

Rationale:

Not all students learn in the same way, and that's part of what makes a classroom such a creative, inspiring place! No student should be forced to learn in a way that is not conducive to their needs and personality, which is why this unit is designed in a way that leaves room for all learning styles to be practiced.

Standard 6 - Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Formative:

This lesson will include a variety of formative assessment strategies. Students will create a tree-chart and work in pairs or small groups to help them connect style to content within the text. Students will also participate in class discussions in which the teacher uses oral questioning and "One Question One Comment" to gauge student understanding. The students will do quick-writes as exit tickets, and the teacher will read them over before the next class period to ensure that students are thinking deeply about the text and following along during class discussion.

Summative:

Students will use Blogger to show evidence of learning. After each reading, they will be expected to publish a blog entry with their response to the text (as homework). They will have a list of prompts to guide their response and to get them thinking about the text in a complex manner. Students will also be expected to comment on their "Blog Buddy's" post in addition to creating their own post after each reading. Blog Buddies will be randomly assigned by the teacher on the day the assignment is given, and the pairs will rotate with each new reading so that the students get a chance to be paired with someone new each day.

Rationale:

The blog posts allow students to interpret and analyze the assigned reading while focusing on major themes of the text as well as considering Thoreau's purpose. Commenting on their peer's blog posts exposes them to new ideas and allows them to take other perspectives into consideration, thus broadening their experience with the text. The teacher will also be able to track student growth and understanding of the text by comparing blog posts as the unit progresses.

Standard 7 - Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Content Knowledge: (see content notes)

Common Core State Standards

Content Area: English

Grade Level: 11-12, *Walden* by Henry David Thoreau

Domain: Reading Standards for Informational Text 6-12

Cluster: Craft & Structure

Standard: 6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how structure and content contribute to the power, persuasiveness, or beauty of the text.

Facet: Interpretation

Rationale:

Within this lesson, students will consider Thoreau's purpose behind documenting and sharing his 2-year experience on Walden Pond. They will make sense of his purpose(s) for writing *Walden* based on his point of view regarding some of the major themes that he touches upon in the book's first chapter, including the importance of self-reliance and his appreciation of nonconformity.

Standard 8 - Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

MI Strategies:

Verbal: Students will read the first chapter of *Walden* ("Economy") in which Thoreau introduces readers to his "experiment" on Walden Pond.

Logic: Have students examine Thoreau's lists of how much he spent on materials to build his cabin and how much spends on food, etc. in "Economy" and determine how "economical" they really are.

Visual: Students will use a Tree Chart graphic organizer to help them connect the major ideas and devices that they find while reading "Economy." Students will also look up pictures of Walden Pond where Thoreau lived.

Musical: After a brief introduction to the concept of transcendentalism, students will explore this [blog](#) that lists contemporary songs that somehow reflect values of transcendentalism. Then, students will be asked to find their own song that is not on the list and write a blog post about it and how it reflects at least one value of transcendentalism.

Kinesthetic: Students will go on a "nature walk" in which they record their observations in a journal and share them with each other.

Intrapersonal: Students are reading *Walden* and reflecting on it on their own in their blog posts.

Interpersonal: Students collaborated to discuss their Tree Charts and to outline major ideas and devices that they found in the assigned reading. Students also provided feedback on one another's blog posts.

Naturalist: Students will go on a "nature walk" to help introduce them to the text and to get them thinking about Thoreau's connection with nature.

SAMR:

Blog: Students will create a Blogger account and regularly post entries that respond to the text. They will also comment on one another's posts (**Augmentation**).

Rationale:

Blogger allows students to publish their thoughts online and to organize their posts by tagging them. They can personalize the layout of their blog and comment on their peers' posts.

NETS STANDARDS FOR TEACHERS

1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

- a. Promote, support, and model creative and innovative thinking and inventiveness
- b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

Rationale:

1c. Students will use Blogger to allow them to document their interpretations of *Walden* and to collaborate by responding to their peers' posts, providing new ideas and insights.

2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.

- a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

Rationale:

2a. Students will publish their responses to the text using Blogger, allowing them to share their thoughts with a wide audience and to receive feedback on their ideas.